

# **CHAPTER I**

## **INTRODUCTION**

This chapter explains some elements. It consists of the background, the problem, and the objective of the research, operational definitions, the significance, and the scope of the research.

### **1.1 Background of the Research**

Writing is one of the language skills which is very complicated among other skills. It is very important to understand more, because writing is different with the other skills. Harmer (2004 :4) states that writing is affected by the content of language. So, teaching writing in English needs a good comprehension even required in writing both formally and informally.

Based on some experience in some schools, many people often get difficulties on writing skill. Peter (1998:9) states that they have great difficulty writing because they faults in everything as they trying to put it down on paper. In speaking they may get shy to speak because of fears of getting falls. But in writing they have no idea what to write and they fears getting falls in grammar or they don't know how to write. In the school the teacher also never gave model of how to write descriptive, because writing activities in class were dominated by memorizing a dialog, sentences and words. Therefore, it makes the students feel bored and lazy to join in class.

In teaching writing class, teacher often gives the students an instruction. They should think carefully about the topic before they begin to write. But most of students begin to write directly without thinking first. Therefore, their writing is still bad, because they do not pay attention about the structure, grammar, and vocabularies. Raimes(1983:3) states that writing reinforces the grammatical structure and vocabulary that can help students to learn.

The seventh grade of SMPN 2 Kencong are confused to study English as a foreign language, especially about writing in descriptive text. The students also seem very confused when they have to start to write. Moreover, they insufficiently understand about the grammar, at least at the tenses. This is, of course, caused by some possible factors. A big possible factor is they do not comprehend the formula of tenses, like Present Tense. It is very difficult to understand it. Therefore, they could not arrange the vocabulary into good sentences or they do not have any ideas to write, because they are unclear about the pattern of tenses.

To solve the problem, teaching writing can be done by using think pair share strategy. Think pair share strategy helps teacher in teaching and learning writing process. That is to avoid plagiarism creation another people. This strategy also helps students improve their writing skill in making a paragraph or essay. But here, teacher is the main instructor to all of students' activity. The teachers are main tutor here, and the main object is their students.

“Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks to the students to think about

the specification of the topic, pair with another student to discuss their own thinking, and then share their ideas with the group” (Ontario, 2005). From all of some activities in this strategy teacher hope the students improve their skill especially for writing. This strategy can help students more active than before but the teacher should be active than the students. Also the teacher should be more creative.

The strategy is related into students’ skill in writing a descriptive text. In this strategy, the teacher will explore how to organize students and classroom topics to encourage classroom participation in describing a person, an animal, or a place and assist the students in developing a conceptual understanding of a topic through the use of Think Pair Share strategy.

Considering the statement above, the research is conducted under the title: “ Using Think-Pair-Share to improve the seventh grade students’ skill in writing descriptive text at SMPN 2 Kencong in 2015/2016 academic year.”

## **1.2 Problem of the Research**

Based on the background above the problem can be formulated as follow:

1. How can the use of think pair share improve the seventh grade students' skill in writing descriptive text at SMPN 2 Kencong in 2015/2016 academic year?
2. How can the use of think pair share improve the seventh grade participation at SMPN 2 Kencong in 2015/2016 academic year?

## **1.3 The Objective of the Research**

Based on the formulation of the research above the main objectives of this research is to know:

1. How the use of think pair share can improve the seventh grade students' skill in writing descriptive text at SMPN 2 Kencong in 2015/2016 academic year
2. How the use of think pair share can improve the seventh grade participation at SMPN 2 Kencong in 2015/2016 academic year

## **1.4 Operational Definition of the Terms**

In this study will be defined some form definitions as follow :

1. Writing Skill

Writing skill is concerned with score of the students' writing test after thinking about the topic that is writing a short descriptive paragraph.

Descriptive paragraph is a paragraph that describes a particular person, place or thing. The students are required to write a short descriptive

paragraph by using simple present tense. And the measurement of the students' paragraph writing include content, grammar, and vocabulary.

## 2. Think- pair- share

Think Pair Share of the research refers to teacher's technique in teaching writing by involving three steps. In the first steps, students are paired up, the second step the students are sharing ideas, and the last step the students are composing the result of sharing in to paragraph in descriptive text.

### **1.5 Significance of the Study**

By conducting this study, the writer hopes that the results of this study give contribution to the reader especially:

#### 1. Theoretically

The result of this study is to develop knowledge and science. Especially, for English knowledge, about teaching and learning in writing process.

#### 2. Practically

##### a. English teacher

Using this strategy teacher will get a new experience in their processes in teaching and learning. They will get easiness to teach writing.

b. Students

They can improve their skill in writing, by themselves. In writing they cannot plague other person but they must do it by themselves.

c. Writer

It can improve the writer experience and have good understanding in English, mainly in the students' writing skill using this strategy.

### **1.6 Scope of the Research**

The research focuses on the use of Think Pair Share to improve students' writing skill especially in writing Descriptive Text, the subject of the research is the seventh grade students of SMPN 2 Kencong.